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BOOK REVIEWS

Idols of Education. Selected and Annotated by CHARLES MILLS GAYLEY.
New York: Doubleday, Page & Co., 1910. Pp. 181. \$0.50.

Ephraim is joined to idols, says the well-known author of *Classic Myths in English Literature*. The world of learning was never better worth preparing for, and yet our young people were never more indifferent. What with so-called "college activities" and social functions, no margin is left for the one and only college activity—which is study. "The Bandar-log is with us. Busy to no purpose, imitative, aimless; boastful but unreliable; inquisitive but quickly losing his interest; fitful, inconsequential, platitudinous, forgetful; noisy, sudden, ineffectual." The boy enters college "a badly damaged article." One-sidedly prepared, or not prepared at all, he goes through college accumulating courses, but not education. Culture and discipline have collapsed. With the saving exception of a few noble men and women, our education is 20 per cent given over to Miss Nancies, and 80 per cent to "a mob of mobile maidens meditating matrimony," teaching at an average of \$330 per annum. Froebelism and feminization have made discipline all but impossible; the demoralization of education has affected even our standing army. "We are fuddled with educational fads."

To what is all this due? To the sudden and overwhelming demand for education that has accompanied the advance of democracy, and to the bowing down of education to the idols of the people and the student and the educationist—to the idol of Inevitable Grace, "that is, of grace innate and irresistible by which every youth is predestinated to intellectual life"; to the idol of Quick Returns; to the idol of Incidental Issues; to the idol of Parade; to the idol of Play, or Froebelism; to the idol of Caprice; and sometimes to the idol of Pedantry.

And what shall be the remedy? Professor Gayley is an idolater himself, and has images of his own which he would erect in place of those now on the pedestals. "To begin with, our preparatory schools, from lowest to highest, must be thoroughly differentiated as industrial and academic." "Our academic high school will devote itself to one common drill for all, a drill prescribed and thorough in the humanities prerequisite to the liberal study of any higher profession."

Of the content of Professor Gayley's book this brief abstract communicates but a partial idea; of the sparkling humor on every page, and of the sensational witticisms, it gives almost no idea at all. To read it is to spend an hour or two in most diverting company. The conservative partisans of liberal training will delight in it, though it is too full of reminders of their own shattered idols to raise their spirits permanently; and those educational optimists to whom pedagogy has not yet so far become a religion as to render them intolerant of other worship than their own will be hardly less entertained.

Professor Gayley's book is more than mere entertainment, however. His audacious assaults on the popular idols help to clarify the real issue in education. "The conflict is no longer between science and culture; for science is a face of culture. The war now is between the ideal of culture and the idol of Quick

Returns." If there are still teachers of science who regard the humanities as their foes, and if there are still teachers of the modern languages and literatures who think that the ideal education can dispense with the ancient classical languages and literatures, they will do well to read Professor Gayley and those for whom, through his book, he is the spokesman. If the current of popular agitation is not in some way stemmed, we shall soon find our public-school system incapable of anything but the most superficial liberal training. Nor will the matter stop there: the lack of idealism in the realm of liberal education is sure to be reflected in the realm of vocational training; and the spirit that is satisfied with second- and third-class general culture will be followed by the spirit that is satisfied with second- and third-class professional and technical training. The worshiper of the idol of Quick Returns saves his time to lose it.

Live Issues in Classical Study. By KARL POMEROY HARRINGTON. Boston: Ginn & Co., 1910. Pp. 76. \$0.75.

In fluent, tasteful, and pleasing style, and not without a touch of humor now and then, Professor Harrington writes four interesting chapters on "Dry Bones and Living Spirit," "A Fair Chance for the Classics," "The Latinity Fetish," and "The Use of Translations."

The fourth chapter and, to a somewhat slighter extent, the third concern the classical teacher almost exclusively, and may be disregarded by the general reader, but the first and second are of interest to teachers of all subjects and to the educational world at large. In them we have not only a presentation of the case for the ancient classics; the real significance of these chapters is that they are an exposition of what may be termed the New Classics. Professor Harrington may not have set out consciously to emphasize the fact, but his book is one of many manifestations of the existence of a new classical training. By this is not meant a change of subject or of method so much as a broadening and deepening of content and a facilitation of method, to be seen in preparatory schools in the better quality of the textbook, the increase of illustrative apparatus, and the richer cultural equipment of teachers, and in the college in the greater emphasis upon literature as distinguished from philology in the narrow sense, and in the broadening of the study of Greek and Latin literature by the interweaving of instruction in classical art and archaeology, and Greek and Roman life. Classical study, without losing its disciplinary character, and without ceasing to concern itself first of all with language and literature, has come to mean the study of classical civilization in its main phases.

For this change in the spirit of classical instruction a variety of causes may be mentioned: the recent abundance of archaeological activity; the increase in European travel, especially on the part of teachers; the greater accessibility of classical remains, both in Europe and America; the number and comparative cheapness of photographs, lantern slides, casts, and other illustrative material; above all, the influence of the American School of Classical Studies at Rome, which for twenty-five years has made possible for graduate students and college teachers of the classics the inspiration of contact with the monuments of classical antiquity on classical soil. Let those whose knowledge of instruction in Latin is based on an experience of a score of years ago, and who remember it only by